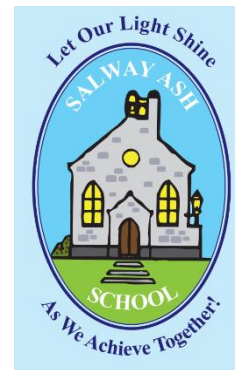


## Salway Ash Primary School

### Spirituality Statement



#### Vision and Values

Our aim at Salway Ash School is to:

- provide a safe and supportive environment where children, staff, parents, governors all work in partnership with the local community to attain high standards, achieving academic, creative, spiritual, social and emotional fulfilment.
- develop pupils who are kind and considerate towards one another and want to make a positive contribution to the world around them
- provide a secure, caring Christian ethos that enables us to grow together, learn together and inspire each other.

Central to achieving this are our school values:

**Compassion** – *We show compassion in the way we act with our friendships and people in our community.*

**Perseverance** – *We are determined and resilient in the face of challenges.*

**Hope** – *We share high expectations and aspirations for everyone in our school and seek to make a positive difference to the world.*

**Respect** – *We are respectful in the way we interact with each other and the world around us.*

**Joy** – *We celebrate the joy of each other's achievements and bring joy to the world.*

#### Underpinning story

Our vision is based on the parable of the lost sheep, in which a shepherd is in charge of flock of 100 sheep. When one strays, the shepherd leaves to search for it and rejoices when it is found. We chose this as our underpinning story as it highlights each of our values and the message within it mirrors how we want our school to be: Salway Ash is a place where everyone is valued, special and important; a place where we show care towards each other.

#### Spirituality definition

Our definition of spirituality at Salway Ash is

At Salway Ash, our intention is to give all children opportunities to think about themselves, others, beauty and creation and the world beyond. We encourage children to become independent thinkers and wonderers. We model an environment of inclusion and respect. We allow children the space, process, imagination, relationships, intimacy and trust to be spiritual beings.

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### Developing spirituality

The model we adopt for supporting pupils to develop spirituality is "Windows, mirrors & doors"

## WINDOWS · MIRRORS · DOORS

LOOK OUT INTO THE WORLD, REFLECT AND 'GO AND DO LIKEWISE'



### WINDOWS

What are the important facts?  
What is challenging to me about this?  
What is inspiring to me about this?



### MIRRORS

What is my view on this?  
How do I feel about it?  
How does my worldview affect my opinion about this?  
What can I learn from others about this?



### DOORS

What can I learn and take away with me today?  
How can I respond to this matter?  
Where can I find more information about this?  
What can I take in order to 'Go and do likewise'? in the week ahead?

### How do we promote spirituality at Salway Ash School

At Salway Ash School we plan actively across the curriculum, in collective worship and with special activities to nurture children's spirituality. We have been inspired by six criteria from Rebecca Nye's book "Children's Spirituality".

S	Space
P	Process
I	Imagination
R	Relationships
I	Intimacy
T	Trust

**Space:** Children learn the language of a place – e.g. hall with PE equipment out means something different to hall set for collective worship. We use images, sounds, symbols to create a sacred space. Each classroom has a designated prayer space. We use familiar beginnings and endings to frame worship. We use the local church as a sacred space. We also provide emotional space – giving children time and space to explore emotions and give that space to each other. We promote and model active listening and use silence and listening in our interactions with each other.

**Process:** We focus on open ended questions, listening, giving space and time. When offering time for spiritual reflection we do not always think of an end product. We value the space and time for reflection as much as the outcome.

**Imagination:** Jesus taught in stories, parables and imagery e.g. The Kingdom of heaven is like a mustard seed. We plan to give children opportunities to explore and think about themselves, others, the world and God in an imaginative and open-ended way. We enable children to explore images, music, space, opportunities without always having a learning intention or fixed achievement point – but instead let them explore freely and use imagination. We imagine ourselves into the stories we read and share.

**Relationships:** We aim to create authentic models of relating to each other as part of a family and nurturing our own relationship with God. We model mixed age relationships within school – using volunteers and visitors and the church community. We have a listening and respectful ethos within the school which equally values all views and contributions. In discussions, we give time to value all feelings within our spiritual life – e.g. anger, despair, reluctance, doubt?

**Intimacy:** Spirituality is often about coming closer to things, delving deeper and taking risks. We give time and space for people to present opinions that are personal and sacred to them. We create safe spaces in classrooms and collective worship where all contributions are valued equally rather than seeking a “correct” answer.

**Trust:** We have to trust and become comfortable with different kinds of knowing. For Christians, trust is also essential in getting to know God, particularly when life is hard and we experience change. We trust faith stories and traditions to stand for themselves. We trust that the community can bring answers to difficult questions – for example how might other children respond to or encourage a peer facing a tricky time?